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21 May 1965

MEMORANDUM FOR: Director of Training

SUBJECT: Meeting to Revise the Support Services Course

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2. All of the participants had an opportunity before the meeting to study the schedule of the previous course, to read the course critiques, and to examine a comprehensive problem which had been used. A proposed agenda was prepared by OTH about a week before the meeting and distributed to all participants. (Attachment A: Agenda)

3. Course Objectives. The first item of business of the meeting was the examination of course objectives. Agreement was reached that the primary objective of the course was to prepare Career Trainees for assignments as generalists to the Support Services. As part of this preparation, it was felt that the Career Trainees should become familiar with Headquarters organization, missions and major policies. He should also learn the basic tools of the field support officer so that he can either serve as one or intelligently support the field from Headquarters. It was further agreed that the Career Trainee should be given some management instruction.

4. Student Body. It was agreed that the Support Services was set up essentially for Career Trainees and that only in unusual cases would non-Career Trainees be admitted. Such unusual cases would require the specific approval of the Executive Officer to the IES and Office of Training concurrence. In the case of such exceptions, due consideration would be given to experience and prior training comparable with the other students.

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GROUP 1  
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5. Evaluation. The majority of the group concluded that student evaluation should be based on mastery of the subject matter of the course. In view of the fact that assignments are made during the course and before evaluations are prepared, it was felt that any information useful to the officers concerned with assignment would be passed along verbally as the information developed. The possibility of establishing screening panels of senior support officers to interview the students about half-way through the course was discussed. These panels would serve as an assessment instrument in helping to determine assignments and general suitability of assignment to the Support Services.

6. Course Content and Sequence. The group agreed on the following units of instruction and sequence of presentation:

a. In the first week the students would be given an orientation to Headquarters support in the mornings, and instruction in management by the case study method in the afternoons.

b. The three-week Budget and Finance Course which presents basic information in Class B Finance procedures, Type II logistics accounting and travel would be given next. Certain modifications to the regular course were suggested in order better to fit this unit into the overall course.

c. A final phase would consist of a minimum of selected lectures, a large number of problem situations, practical work in security, a tour of the Communications facilities at [REDACTED] and Headquarters, and a final problem involving field support to clandestine operations.

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7. Problems, Cases and Practical Work. It was the consensus of the group that the first course suffered from a lack of practical exercises and student participation. It was agreed that a great effort must be placed on developing practical problems and cases for the second course. There is a need for cases which can be presented orally or in writing and used as a basis for student discussions. There is also a need for practical exercises which can be presented to the student as a problem to be solved and then critiqued by a support expert.

8. Assistance Required of Support Officers. In order to augment the number of problems and cases we will require the continued assistance and cooperation of support officers. In some instances we will need the support officer to describe certain of their experiences verbally or on tape which can be presented in the form of a case study. Later we would

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require the presence of the support officer in the course to critique the case with the students. For other problems we need the support officer to give us basic situations which can be developed into problems on which the students can work. We hope that support officers will be able to make available from their files certain cases which we in turn can sterilize.

9. Reading and Study Materials. We will continue to make available to the students Agency Headquarters [REDACTED] Regulations and Handbooks for the purpose of conducting research on problems. Other materials relevant to support were available in the first course and will continue to be used. The group suggested that reading material on the subject of management be made available to the students during the entire course. Various members of the group identified study materials which might well be incorporated in the next presentation of the course.

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10. Next Running of the Course. The second presentation of the course will begin on 25 October 1965 and run for six and one-half to eight weeks. The length of the course will be determined mainly by the nature and number of practical problems which can be developed between now and October. It was agreed at the meeting that the Chief Instructor would prepare a preliminary schedule as soon as feasible for further examination by members of the group. The Chief Instructor will begin contacting support officers of the CS for problem materials and cases. (To this end he attended the 20 May SBA Support Chiefs meeting.)

11. Recommendations. The following recommendations are made with the aim of improving the Support Services Course.

a. A support officer should be assigned to Headquarters Training/Operations School as soon as possible to help work on the course. His presence will facilitate the preparation of cases and problems and will help cut down outside participation when the course is run.

b. It is requested that the DTR and other appropriate officers as determined by him approve the proposed course content as described in paragraph 6.

c. Support officers, i.e., generalists of the "B" Service, should be alerted to the fact that their cooperation with and participation in the Support Services Course is desired.

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